
4B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Standards and Preconditions for Turlock Unified School District

Executive Action: This agenda item presents, as a part of the Initial Institutional Approval process, Turlock Unified School District's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to Turlock Unified School District and set the Provisional Approval period to be three years.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval - Stage III: Standards and Preconditions for Turlock Unified School District

Introduction

This agenda item presents, as a part of the Initial Institutional Approval process, Turlock Unified School District's responses to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions* for consideration by the Commission on Teacher Credentialing (Commission). Preconditions have been reviewed by staff and deemed to be aligned. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned. Provisional approval would allow the institution to have its program standards responses reviewed by the BIR, and when deemed aligned would be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the 2-3 year provisional period of time as specified by the Commission. The institution may not seek approval for additional programs until they have completed the provisional period and been fully approved by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Therefore, the Commission has established the Initial Institutional Approval (IIA) process whereby an institution seeking to offer educator preparation program(s) in California must first be approved for initial accreditation as a new program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new Initial Institutional Approval process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017 Commission Meeting](#). The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process grants the institution Provisional Approval and permits it to offer an educator preparation program once the program standards are aligned and approved by the COA. This agenda item presents the first prospective program sponsor to be considered using this new process.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, then may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

Turlock Unified School District

Turlock Unified School District seeks Provisional Approval from the Commission for eligibility as a program sponsor. Their application states that they intend to seek COA approval to offer a General Education (Multiple Subject/Single Subject) Induction program. Turlock has completed Stages I and II as follows:

Stage 1: Prerequisites

- Prerequisite 1 – Regional Accreditation and Academic Credit: Letter received signed by Superintendent Dana Salles Trevethan dated April 26, 2016 indicating Turlock USD's board approval
- Prerequisite 2 - Accreditation 101 – Expectations and Responsibilities for Commission Approved Institutions: Full team from Turlock Unified attended and completed Accreditation 101 training session held on May 10, 2016

Stage II: Eligibility Requirements

Turlock Unified School District's Eligibility Requirements came before the Commission for approval during the September 2016 Commission meeting as [Agenda Item 3A](#). The Commission approved Turlock USD's responses to the twelve criteria of the Eligibility Requirements thus allowing it to move forward to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions*.

Stage III: Review to Determine Alignment with Applicable Standards and Preconditions

In keeping with the Commission's process for Initial Institutional Approval, Turlock Unified School District submitted its responses to Initial Program Preconditions and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. Board of Institutional Review (BIR) members reviewed the Common Standards and have found them to be aligned as well.

Table 1 on the following page, provides a summary of Turlock's responses to Initial Program Preconditions and General Education (Multiple Subject/Single Subject) Induction Preconditions. The full submission of Turlock Unified School District's preconditions can be found in [Attachment A](#) of this agenda item. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage I: Eligibility Requirement*.

Table 2 is a summary of Turlock Unified School District's responses to the Common Standards. The complete Common Standards document can be found in [Attachment B](#) of the agenda item.

Table 1 Preconditions
For reference Turlock Unified School District's
Preconditions document is provided in Attachment A

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How Turlock Unified School District Meets the Precondition
1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.	Yes	Over the past five years, TUSD has had an average of forty three participating teachers and future projections indicate this trend will continue. To date these new teachers participate in the Stanislaus County Office of Education Induction Program and TUSD seeks approval of its own induction program in order to best meet the needs of its teachers and its student population.
2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.	Yes	The TUSD Induction Program verifies that practitioners of the program have been actively involved in the design and development of the program's philosophical orientation, educational goals, and content emphases. Meetings such as those of the Induction Advisory Council have been and will continue to be offered throughout the year in order to discuss and provide input. The Council is comprised of district teachers, current mentors, a district human resources representative, the Turlock Teachers Association president, the chair of the Department of Teacher Education at the local university, an elementary principal, a secondary principal, the Director of Curriculum and Instruction and the Coordinator of Professional Development and Induction.

General Education (Multiple Subject/Single Subject) Induction Preconditions		
Precondition	Meets Precondition	How Turlock Unified School District Meets the Precondition
(1) Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.	Yes	The Turlock Unified School District (TUSD) Induction Program is a two-year job-embedded professional learning experience. The TUSD Induction Program has designed a "map" to guide new teachers in the completion of their Individualized Learning Plan (ILP) with the support of an assigned mentor and district-provided professional development.
(2) The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.	Yes	Turlock Unified School District assures that it will assign a qualified mentor to each participating teacher within the first 30 days of enrollment in the program and the mentor will be matched according to grade level and/or subject area, as appropriate to the participant's employment.
(3) Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.	Yes	TUSD assures that each participating teacher will have at least one hour per week of interactions with mentors to review classroom work, review ILP work and activities, discuss issues, lesson plan, etc. Mentors keep track of these interactions on a log and submit the log monthly for coordinator review.
(4) Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.	Yes	The individualized learning plan will address the candidate's goals in relation to the California Standards for the Teaching Profession and the ILP will provide the road map for candidates' Induction experience. Within the ILP, professional learning and support opportunities will be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

General Education (Multiple Subject/Single Subject) Induction Preconditions		
Precondition	Meets Precondition	How Turlock Unified School District Meets the Precondition
(5) The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.	Yes	Although the ILP is created with input from the principal, the ILP is implemented for the sole purpose of the growth and development of the participating teacher. It is at no time used for evaluation for employment purposes. At the time of the site administrator training, the principal or principal designee signs an agreement to indicate that the ILP cannot be used for evaluation for employment.
(6) An Induction Program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.	Yes	The Turlock Unified School District Induction Program will make available and advise candidates of an Early Completion Option (ECO) for those candidates who demonstrate experience and exceptional teaching practices based on the program’s established criteria.

Table 2 – Summary Common Standards Responses
Turlock Unified School District

For reference Turlock Unified School District’s Common Standard document is provided in Attachment B. *All responses to the Common Standards have been deemed to be aligned by a team of Board of Institutional trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The link in each Common Standard takes the reader to the actual submission from the prospective sponsor. The [2015 Common Standards](#) can be found on the Commission website.*

Common Standard 1 - Institutional Infrastructure to Support Educator Preparation	Aligned
<p>Turlock Unified School District (TUSD) has provided its research-based vision which is consistent with California’s adopted standards. The TUSD district initiatives of increasing student achievement, employing best practices for effective instruction, incorporating and utilizing technology, ensuring student safety, and building college and career ready leaders will act as the foundation for the TUSD program.</p> <p>TUSD actively involves faculty, instructional personnel and relevant stakeholders. The Induction Advisory Council will meet monthly to involve faculty, instructional personnel and relevant stakeholders in the decision making process and will also meet weekly with professional learning communities, quarterly with site leadership teams as well as other regular meetings with induction program mentors and program leadership. Additionally, TUSD collaborates with P-12 colleagues, college/university faculty and the community by participating in Stanislaus County Office of Education Coaches Network, partnering through meetings and training with Stanislaus County Office of Education and the North Valley Collaborative, working directly with institutions of higher education that sponsor intern programs, and partnering with CSU Stanislaus on various projects.</p> <p>The Office of Curriculum and Instruction will be responsible for managing all resources needed to meet the requirements of the TUSD Induction program. TUSD has allocated funds in the Local Control and Accountability Program (LCAP) for the operation of the TUSD Induction program. TUSD will fund the induction coordinator and mentors, instructional personnel and trainers, professional development, clerical personnel, facilities, materials and professional books, extra hours to plan events, trainings and workshops, instructional technology and an electronic database and substitutes for release days.</p> <p>TUSD is an equal opportunity employer and is committed to hiring and retaining faculty members who support diversity and excellence and provides training each year to support them in understanding diversity of all kinds. TUSD has developed a plan to recruit, evaluate and continuously train qualified mentors. TUSD faculty members are well-versed in their content area/grade levels as well as best practices of the district and continue to enhance their knowledge and skills in the TK-12 Common Core state standards, frameworks, and accountability systems.</p>	

As part of the infrastructure of the program, TUSD has developed a specific process for determining if teachers are eligible for induction and at the time of completion whether or not the candidate has successfully completed all requirements of the induction program before being recommended for a clear credential. The program coordinator will monitor and review the records of each candidate, make a recommendation to the Director of Curriculum and Instruction who will make the official credential recommendation.

Common Standard 2 - Candidate Recruitment and Support Preparation

Aligned

TUSD has established a clearly defined recruitment process for candidates applying to the induction program and actively recruit diverse candidates by reaching out and providing information to students at CSU Stanislaus and other institutions of higher education, recruitment fairs, and EdJoin, among others.

In order to help ensure their success, candidates will be provided support, advice and assistance via mail and email at the time of entry into the program. Additionally, mentors assigned to the candidates will provide advice and assistance from the beginning and will continue by providing ongoing monitoring of a candidate's progress and performance. Ongoing progress and performance for candidates will include such things as once weekly interactions with mentors, observations by the mentor, and the Individualized Learning Plan. If a candidate is having difficulty in meeting the competencies, TUSD has also developed a plan to provide additional assistance.

Common Standard 3 - Course of Study, Fieldwork and Clinical Practice

Aligned

Turlock Unified School District's induction program will be based on an Individualized Learning Plan (ILP). Candidate needs and research topics will be determined through the use of the ILP, the focus of which will be created not only by a candidate's own goals but also through reflective conversations with the mentor, guiding questions, and goals of administration. Candidate performance as reflected on the ILP will be monitored through the use of a self-assessment tool and conversation guide thus assisting mentors in providing support and coaching.

TUSD is a district of diverse students and in order to engage all students, teacher candidates will be training in differentiation strategies such as Positive Behavior Intervention Strategies and Student Equity.

Potential mentors go through an application and screening process before being added to a list for assignment. Once assigned, TUSD mentors will attend training at the beginning of the school year and also have mentor support days throughout the year. Evaluation of mentors will occur through a series of surveys including end-of-year surveys given to candidates. Both mentors and candidates are given the opportunity to provide written evaluations and feedback throughout the year. Should any issue arise, meetings will be held with the coordinator, mentor and candidate, if not resolved, there will be a process for matching a new mentor with the candidate. Work with a mentor will begin with the candidate establishing goals through the use of the ILP. Alongside the mentor, the candidate will be taken through a series of activities that prompts the collection of information about their teaching community, specifically, students' backgrounds (i.e. culture, beliefs, and experiences). Through reflection the candidates will

examine what is happening in the classroom, the diverse needs of the students, and determine how their teaching practices affect student learning.

Common Standard 4 - Continuous Improvement

Aligned

TUSD's continuous improvement process will be based on data gathered through assessments such as: needs assessments collected at the beginning of a candidate's year; evaluation forms completed by candidates, site administrators and mentors; and state surveys. Additional end-of-year surveys will be completed by principals of candidates as well as mentors to further inform about program effectiveness. The areas of focus during TUSD's data gathering will include program satisfaction, teacher retention, job satisfaction, teacher learning and student impact. TUSD plans to begin by gathering data related to program satisfaction and teacher retention and will add a new data source each year.

The data collected will be analyzed and the results will be shared with mentors, members of the Induction Advisory Council and the Office of Curriculum and Instruction, along with the TUSD Board of Trustees in order to ensure improvements are made over time.

Common Standard 5 - Program Impact

Aligned

TUSD will use candidate/mentor observation and reflection to help evaluate and demonstrate that the program is having a positive impact on candidate learning. New teachers will have an opportunity to learn from colleagues and reflect on their teaching practice and will also be members of job-alike collaboration teams at their school sites. Based on the work of Richard and Rebecca DuFour and the Professional Learning Communities process, collaboration teams will meet once a week to engage in inquiry-based action research.

End-of-year evaluations will also help demonstrate that candidates are having a positive impact on teaching and learning in TUSD schools. At the end of the two-year process, a final interview will take place in which the candidate answers questions and provides evidence to prove competence in meeting the program standards and the initiatives of the school district. Additionally, TUSD plans to follow-up by surveying teachers on the first day of their third year. A similar survey will follow two years later (on the start of the fifth year). Also, there will be a survey of site administrators after candidates have become permanent employees.

Staff Recommendation

Staff recommends that the Commission grant Provisional Approval to Turlock Unified School District because the Board of Institutional Review has found the Common Standard response to be aligned to the standards and staff has found the Preconditions to be met. This would allow Turlock Unified's proposed programs to be reviewed by the Committee on Accreditation. Turlock Unified plans to offer teacher induction which is a two year program.

If the Commission grants Provisional Approval to Turlock Unified School District, staff recommends that the provisional approval period be 3 years such that in Year Three a site visit could occur and data will be made available that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for Turlock Unified School District.